

The Role of Dormitory Adviser in Motivating Students' Learning at Stakpn Tarutung

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Abstract— *The purpose of this study is to find out the role of dormitory adviser in motivating students' learning at STAKPN Tarutung. This study used a descriptive research method. Data were collected by using questionnaire with likert scale. It was delivered to 237 students as research respondents who lived in a dormitory. There are six roles of dormitory adviser at STAKPN Tarutung include motivating students learning, monitoring students' learning, conducting seminars, guiding and training students in time management, supervising students in lectures and instilling responsibility with their respective duties, and establishing a model role for students. Based on statistical analysis, it was gained a mean score of 3.36 which is on a scale of values between 2.60-3.59. It was in the good category. It means that dormitory adviser has done her role well in motivating students' learning.*

Keywords— *role, dormitory adviser, motivating, students' learning.*

I. INTRODUCTION

Education is a conscious and planned effort to create an atmosphere of learning and learning process so that learners actively develop their potential to have spiritual power of religion, self-control, personality, intelligence, noble character, and skills needed him, society, nation, and country. (Law of Indonesian Republic No.20 of 2003, National Education System). For these reasons, STAKPN Tarutung as an education institution organizes education not only in the class room but also continued coaching the students in the dormitory. It is a residence that separates the physical interaction between children and parents. So required to be more independent in realizing its ideals and self-development and how students are required to socialize with a more diverse environment than among their own family, especially in terms of exemplary character, is expected after from this dormitory they are able to be a special example for his own family at home, and in this case to learn morals exemplary in the dorm required an escort and coach dormitory as a substitute for their parents. Based on writer's observation, some students are less motivated to study their main subjects with indications less discipline, less diligent to do their homework, and less innovation to develop the knowledge received from a lecturer. It indicates that students' learning has been decreased. From these indicators, the researcher

is challenged to examine the role of dormitory manager in motivating students' learning.

II. REVIEW OF RELATED LITERATURE

2.1. The role of Dormitory Adviser

A role is a growing awareness from within to participate or to contribute all the ability of mind and physical for a progress. A role is not right or obligation but individual responsibilities related to expectations and norms in which a person is led his consciousness to fulfill them so that they become human beings beneficial to others. Arifin (2000: 146) implies the educators of the dormitory is the holder of educational process control that encourages the effectiveness of learning process, such as: a) encourage human beings for themselves and the natural surroundings against themselves from which their activity base will be constructed constructively, b) encourage to get a pattern of behavior that becomes a life habit that is beneficial to himself, c) encourage to developing a feeling of satisfied or unsatisfied or emotional reactions that benefit him in relation to others in meeting his own personal needs. The boarding coach also acts as a guide, which is to provide assistance to an individual to achieve understanding and self-direction needed to make maximum adjustments to school, family and community. The role of boarding coach are as follows: a) collect data about students, b) observe student behavior, c) recognize students who need special assistance, d) hold meeting or relationship with parents either individually or in groups to gain mutual understanding of students' education, e) work with communities and other institutions to help solve students' problems, f) make a personal note of students and prepare it well, g) arranging group or individual guidance.

2.2. Learning Motivation

Learning motivation is a psychic driving force from within a person to be able to do learning activities and increase skills and knowledge (Yamin, 2007) where it has the following indicators; a) diligently facing a task, b) tenacious facing difficulties (not quickly discouraged), c) showing interest in various adult issues, d) prefer to work independently, e) get bored with routine tasks, f) able to defend his opinion (Sardiman, 2004). So, learning motivation is one of the factors that influence the process and student learning outcomes in school. A student who

has great motivation to learn in himself, will strive hard, seem persistent not easily to give up, diligently read books to improve his achievements, learning to solve problems and so on (Ahmadi, A & Supriyono, 2004).

III. RESEARCH METHOD

The research was conducted on October 2017 at the dormitory of STAKPN Tarutung by using a quantitative descriptive research method. Maria Astuti (2017) is as dormitory adviser of STAKPN Tarutung told that there are six roles of dormitory adviser such as: a) motivating students learning through supervision and division of tasks management, b) monitoring students' learning, c) conducting seminars, recollections, providing educational direction, and cooperation with various parties that have relationship with students living in dormitories, d) guiding and training students in time management including arranged the schedule of student activities well from eating hours, rest, work, and learning everything is scheduled, e) supervising students in lectures and instilling responsibility with their respective duties, and f) establishing a model role for students. These become the indicator to measure the role of dormitory adviser in motivating students' learning. Descriptive analysis was performed to obtain a mean value. The total number of sample was 237 students who lived in the dormitory. A questionnaire was delivered to respondents in collecting data with Likert scale, 5 = always, 4 = often, 3 = sometimes, 2 = rarely, 1 = never. Then, the mean score will be interpreted with interval scale 3.60-4.00 category very good, 2.60-3.59 category good, 1.60-2.59 category fair, and 1.00-1.59 category poor (Nurkancana, 1986).

IV. RESULT AND DISCUSSION

Based on statistical analysis, the result of study is shown as follows:

- 1) The mean score of motivating students learning is 3.37 in good category. The dormitory adviser gives a gift for those students who have an excellent academic achievement.
- 2) The mean score of monitoring students' learning is 3.50 in good category. The dormitory adviser supervises the students' study time from 7.00-10.00 pm at night.
- 3) The mean score of conducting seminars, recollections, providing educational direction, and cooperation with various parties that have a relationship with students living in dormitories is 3.48 in good category. Seminars are held in dormitories by choosing topics related to learning strategies that benefit for students to increase their learning achievement.
- 4) The mean score of guiding and training students in time management including arranged the schedule of eating hours, rest, work, and learning is 3.40 in good category. The dormitory adviser arranged an activity schedule for each student who is living in the dormitory.
- 5) The mean score of supervising students in lectures and instilling responsibility with their assignment is 3.62 in very good category. The dormitory adviser supervises the students' assignments and ask about materials they learned in campus.
- 6) The mean score of establishing a role model for students is 3.38 in good category. The dormitory adviser shows an exemplary character as the model for students.

The average score of six indicators is 3.36. Its value is between 2.60-3.59 in the good category based on an interval scale. Therefore, it can be concluded dormitory adviser has an important role in motivating students' learning who are living in the dormitory of STAKPN Tarutung.

V. CONCLUSION

Organizing education is not only done in the classroom but also it can be done in the dormitory. It is not just a place for students to live, but it can be a place for students to learn. In order to reach a good academic achievement needed learning motivation as well. It is influenced by internal and external factor. The role of dormitory adviser is one of external factor that able to increase students' learning motivation. In this case, a dormitory adviser has an important role. There are six roles of dormitory adviser at STAKPN Tarutung such as; a) motivating students learning, b) monitoring students' learning, c) conducting seminars, d) guiding and training students in time management, e) supervising students in lectures and instilling responsibility with their respective duties, and f) establishing a model role for students. Therefore, the students' learning motivation will increase if the dormitory adviser does her role as well as possible.

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